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ABSTRACT

A study is under way to investigate the relationship between student teachers' expectations and perceptions of achievement. Descriptive statistical data gathered in the study are presented in this interim report. Student teachers representing 42 colleges and universities in 25 states voluntarily responded to 50-item pre- and post-inventories of expectations and perceptions of achievement. A total of 1,137 student teachers responded to the pre-inventory and 730 responded to the post-inventory. Mean and standard deviations are reported by education major, geographical location, and ethnic group for the 40 expectation/achievement variables. All four groups of education majors (early childhood, elementary, special education, and secondary) reported greater perception of achievement than expectation on 11 of the 40 indicators; 9 of the 40 indicators received lower perception of achievement. On 17 of the 40 indicators, there was no consensus in either direction. Expectation/achievement differences seem to hold implications for the content, context, and processes of student teaching. An analysis of the data in terms of major hypotheses and assumptions is not presented in this report. References, data tables, and the inventory forms are included. (JD)

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Report No. 1

Student Teachers' Expectations and Perceptions of Achievement During Student Teaching

by

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A Report to the Participating Colleges and Universities

January 1990

The purpose of this interim report is to provide some descriptive data about this study. An analysis of the data in terms of the major hypotheses and assumptions for this study will not be presented in this report. However, discriptive statistical summaries of the sample data are reported. Included are the results, to date, for student teachers' expectations and perceptions of achievement.

Methodologically, student teachers voluntarily completed the **Kemp's Inventory for Student Teachers to Indicate their Expectations of Achievement and Opportunities to Perform Indicators of these Expectations, Form A,** prior to student teaching (Appendix A). At the completion of the student teaching internship, they responded to **Form B of Kemp's Inventory for Student Teachers to Indicate Degrees of their Expectation Achievement and their Opportunities tp Perform Indicators of these Expectations** (Appendix B).

Overview of the Study

The Purpose. The major purpose of this study is to investigate the relationship between student teachers' expectancies for student teaching and their perceptions of achievement. It is assumed that student teachers'

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expectations of student teaching are associated with their perceived achievement. If these associations are highly correlated, then it may be reasonable to conjecture that student teachers perceptions of achievement would influence their professional teaching behavior. Consequently the hypothesis that student teachers' achievement may be predicated upon their expectations for student teaching is the premise of this study.

Theoretical Positions.

The supposition that expectancy s a fundamental component of behavior is rooted in the ancient Greek philosophy of Hedonism (Vroom, 1964). This Hedonic doctrine became the major explanatory doctrine utilized by the most philosophic orientations of human behavior and conduct (Troland 1928). In the twentieth century developments of expectancy theory were formulated by Tolman (1932, 1935), Tolman and Brunswik (1935), Lewin (1938,), Hull (1943), Preston and Bratta (1948), Hebb (1949), Mosteller and Nogee (1951), Neumann and Morjenstern (1953), MacCorquadale and Meehl (1953), Atkinson (1954), Peak (1955), (Rotter (1955), Georgopoulos, Mahoney and Jones (1957), Edwards (1961), Secord and Blackman (1961), Dulany (1962, 1968), Vroom (1964), Peterson and Beach (1967), Becker and McClintock (1967), Hackman and Porter (1968), Heneman (1971), House and Wahba (1972), Gettys et al. (1973), and Fishbein and Ajzen (1975).

These expectancy theories emerged within two general conceptual frameworks. Those within the historical framework are based on the premise that an individual's past experiences are major determinants of behavior. Consequently, change in behavior must include some reflection and analysis of the situational circumstances which the individual has experienced. In contrast, expectancy theories within the ahistorical framework support the view that behavior is a consequence of personal motives and conditions at a particular

time. Hence, change in behavior would involve some analysis of the individual's rationale for anticipated choices.

Germane to both of these conceptual frameworks are expectancy constructs in verbal conditioning, attitude formation, and industrial psychology (House and Wahba, 1971; Mitchell and Biglan, 1973). Some of these expectancy formulations utilize the concept of instrumentality while others use the stimulus-response concept for theorizing expectancy. The stimulus-response based expectancy theories emphasize factors external to the individual which may account for behavior; whereas, instrumentality based theories stress factors which relate to internal processes. These internal processes relate to a) the individual's estimate of the probability of specific actions leading to some outcomes and b) the individual's evaluations of these outcome.

Closely related to instrumentality based expectancy theories are decision based theories of expectancy (Peterson and Beach, 1967). However, the decision expectancy theories are based on the concept of subjective utility. The major supposition underlying decision theories is that an individual's behavior is a consequence of choices from among alternatives which are perceived to maximize some gain. Two components are assumed in decision theories (Becker and McClintock, 1967). First, the subjective value of each possible outcome or utility reflect the unique individual's disposition. Second, the subjective expectation of these outcomes are influenced by the individual's knowledge base of the situation at the time of the choice.

Educators have recognized the crucial role of expectancy in teacher education (Day, 1959; Conant, 1963; Iannoconne, 1963; Lortie, 1966; Combs, 1965; Wright and Tuska, 1968; Lindsey, 1968; Jacobs, 1968; Weinberg, 1972; Kahn and Weiss, 1973; Dreeben, 1973; Smith and Schumacher, 1973; Greene, 1973; Morine and Morine, 1973; Fuller and Brown, 1975; Howsam, Corrigan,

Denemark, and Nash, 1976; Cohen, 1985; Combs and Yellin, 1985; Warner, 1985; Clark and Lampert, 1986; Marso and Pigge, 1987; Liston and Zeichner, 1987; Shefelbine and Hollingsworth, 1987; Wildman and Niles, 1987; Brousseau, Book, and Byers, 1988; Livingstion and Broko, 1989). This research tradition in expectancy and teaching examined both process and context assumptions about teacher socialization.

The Fuller and Brown (1975) theoretical conceptualization of the teacher's life space underlies the conceptual basis of expectancy and the process of becoming a teacher. One fundamental process of becoming a teacher, according to Fuller and Brown, involves the interaction of three components with which the preservice teacher must cope (1975, p 43). The first component consist of the internal self-evaluations in setting personal expectations for learning how to teach competently. The second component consists of self-observations of the quality of experiences for achieving these expectations. The external self-evaluation of the actual degree to which these expectations were achieved in the third component. Finally, the major premise of research tradition is that there exists a relationship between expectancy and achievement.

Expectancy Research Tradition

The first extensive investigation of the theoretical constructs of expectancy was conducted by Hoppe (1930). Hoppe's early work contributed three major findings on the generality of expectancy (Gould, 1939). First, an individual's feelings of pleasure or displeasure with the obtained achievement determined a) subsequent behavior and b) attitude toward that task or similar tasks. Second, the individual's interpretation of the objective achievement score depended considerably on unique personal standards. Third, individuals differ in a) their definitions of and reactions to success and failure, and b) their expectancy levels

to success and failure.

The first, and best known American study on the subject of expectancy was conducted by Frank (1935a). Frank undertook to study the problem of the generality of expectancy. Adopting Lewin's concept of needs, Frank advanced the hypothesis that the difference between expectancy and past achievement depended primarily on the relative strength of three needs. First, the individual needs to keep the level of expectancy as high as possible. Second, there is the need for the person to make the level of expectancy approximate the level of achievement. Third, the individual needs to avoid failure (1935b). Frank hypothesized that the average difference between expectancy and past achievement should be symmetrically distributed at zero. Unfortunately, Frank's correlations of .62 to .37 across tasks did not support his supposition. Nonetheless, on the basis of these findings, Frank confirmed the existence of a general trait in support of the generality of expectancy.

The most severe criticism of Frank's verdict, in support of the generality of expectancy, was rendered by Gould (1939). Gould's major argument was that Frank neither controlled the level of achievement on the range of expectancies nor the distorting influence of the relationship between ability among the different tasks. In her study, on fifteen tasks, Gould found only a .33 correlation of the average difference scores between expectancy and past achievement. On the basis of her findings, she concluded that the difference between expectancy and achievement was not a function of expectancy.

In a similar study, Gradner (1939) presented evidence in support of the generality of expectancy. Gardner found intercorrelations between eight tasks whose range was .38 to .70 with and average of .57. His findings indicated that expectancy varied according to whether achievement was rising or falling. Gardner's results did not demonstrate conclusively the generality of expectancy.

However, the intercorrelations between the different tasks did suggest that behavior underlying each task were indicative of a considerable degree of generality.

In support of the generality of expectancy, Hilgard and Sait (1941) found that individuals appeared to have distorted their level of expectancy toward a realistic basis. The degree of this distortion was depreciated in term of what the person was able to do. Finally, in a related study, Preston and Bayton (1941) reported correlations of .99 + or - .005 between a series of dissimilar tasks. Their subjects were required to indicate a) the best they expected to do, b) the achievement they expected to do, and c) the least they expected to do. They concluded that the generality of expectancy depended upon the differential expectations for a given task in view of what the individual was attempting to do.

Another feature of the generality of expectancy concerned the degree of similarity of the individual's expectancies in different situations. This research emphasis was focused on the effects of degrees of similarity between tasks on individuals' level of expectancy in these situations. Heathers (1942) reported correlations of .87 and .67 for similar tasks involving groups. Worell (1956) observed that the initial level of expectancies varied in relation to previous similar situations. Expectancies decreased over a series of similar but highly valued tasks. In contrast, the group's expectancies increased in similar but low valued tasks. Finally, Phares (1957) reported that level of expectancy varied in relation to whether the similarity of the tasks required skill or chance.

Achievement and Expectancy

Tolman (1955) argued that performance is a function of a goal-directed tendency. This tendency toward a particular goal is both a function of a) strength of the motive or need, and b) the strength of the expectancy aroused by the situation cues. However, for Tolman, regardless of the individual's level of

motivation and expectancy, achievement is influenced by three innate and acquired dispositional systems. These include the individual's a) discrimination, b) belief-expectancy, and c) drive incentive systems.

Rotter (1954) theoretical construct of achievement and expectancy are similar to Tolman's. He purported that individuals who a) hold high expectations for behavior and b) are confident of attaining these expectations will continue to persist in the behavior. Thus high behavior potential, high expectancy confidence are associated with high persistence or achievement. Consequently, the relationship between expectancy and achievement is anticipated from the premise that the individual's expectancies are assumed to be reflections of motivation to perform.

Peak (1955) noted that the early research on the relationship between expectancy and achievement did not yield a positive relationship. The correlations between the average expectancy and achievement scores were too static. Expectancy, Peak argued, must be conceptualized as a multi - dimensional phenomenon. The dynamics of the relationship between expectancy and achievement, according to Lewin (1951) appear to depend not upon the totality of an individual's acquired psychological disposition. Rather, the relationship is predicated upon the totality of the complex overlapping relations in the situation. Much of the expectancy and achievement research in education is premised upon Lewin's field theory conceptualizations.

Several researchers have undertaken to investigate, within Lewin's field theory constructs, the multidimensionality of the relationship between expectancy and achievement. Atkinson (1954), drawing from Hebb's (1949) motivational theory, Lewin's (1951) field theory, and formulations of expectancy theory by Meehl and MacCorquadale (1953), Tolman and Postman (1954) advanced argument that an individual's disposition to achieving a task is a joint

function of two factors. These factors include a) the level of expectancy and b) the strength of the motive aroused by the task or situation (p.62). Atkinson's (1957) research revealed that an individual who is highly motivated to achieve a particular task tends to set expectancy at the point where the probability of success is 50 - 50. The probability for success was less for individuals with either extremely low or high levels of expectancy. Atkinson concluded that it would be reasonable to assume that expectancy and achievement would be positively related when expectancy levels fall within the probability range of .40 through .60 (1957).

Summary of the Data

As indicated in Table 1, 1137 student teachers responded to the pre-inventory of expectations for student teaching, whereas 730 responded to the post inventory on their perceptions of achievement. Not all student teachers responded to both inventories. A total of 928 respondents resided in the eastern states, 754 in the central states and 185 in the western part of the United States.

Table 1

Summary of Study Participants by Geographical Regions, Colleges and Universities, and States

Participants	National Geographical Location		
	Eastern	Central	Western
	n	n	n
Pre-Inventory Expectations			
Colleges and Universities	24	14	4
States	15	6	4
Student Teachers	604	403	130
Post-Inventory Achievement			
Colleges and Universities	17	13	5
States	11	8	4
Student Teachers	324	351	55

Table 2 illustrates the sample by age range, sex, prior teaching, and high school setting for the pre-inventory expectancy data. Student teachers from ages 18 to 25 years constitute a decisive majority over the other age categories. For females and males combined, there are 623 student teachers between the ages of 18 to 25; 297 between 26 to 35; 165 between 36 to 45; and 19 between 46 to

55. Females are in the majority of 865 as opposed to 239 males. More than half of this sample had no prior teaching experience before student teaching with a total of 661 without prior experience and 447 with some experience. More student teachers attended high schools in suburban communities than in urban, rural, and outside the United States settings. 340 student teachers attended high schools in urban settings, 498 in suburban, 291 in rural, and 10 outside the United States.

Table 2

Student Teachers' Sex, Teaching Experiences, and High School Setting Composition by Age for Pre Expectation Inventory

Student Teachers' Characteristics	Age Ranges 18 to 25 N	26 to 35 N	36 to 45 N	46 to 55 N
Sex				
Female	509	207	137	12
Male	114	90	28	7
Prior Teaching Experience				
Yes	208	149	79	11
No	418	152	84	7

Table 2 (cont.)

Student Teachers' Characteristics	Age Ranges 18 to 25 N	26 to 35 N	36 to 45 N	46 to 55 N
High School Setting				
Urban	177	95	57	5
Suburban	256	132	70	10
Rural	184	70	34	3
Outside USA	4	3	2	1

Table 3 shows the composition of the post-inventory sample. This sample is compatible with the pre-sample. Student teachers between ages 18 to 25 constitute the majority of 731 students teaches in the post inventory sample. 461 student teachers were between the ages of 18 to 25, 137 between 26 to 35, 88 between 36 to 45, and 8 between 46 to 60. Females were in the majority in the age ranges 18 to 45. There were 4 females and 4 males in the 46 to 60 age range. As with the pre-inventory sample a greater number of the student teaches had no previous teaching experience. 440 had some previous teaching experience as opposed to 264 without previous experience. More student teachers (315) completed high school in a suburban setting in contrast to 157 in urban, 192 in rural, and 4 out of the United States.

Table 3

Student Teachers' Sex, Teaching Experience, and High School Setting Composition by Age for Post Achievement Inventory

Student Teachers' Characteristics	Age Ranges			
	18 to 25	26 to 35	36 to 45	46 to 60
	N	N	N	N
Sex				
Female	397	103	77	4
Male	64	34	11	4
Prior Teaching Experiences				
Yes	141	74	43	6
No	319	74	45	2
High School Setting				
Urban	125	47	25	0
Suburban	202	68	40	5
Rural	133	35	21	3
Outside USA	2	1	1	0

Among the three major sample characteristic sex, prior teaching experience, and high school setting student teaches from 18 to 25 were in the majority.

Mean dimension expectation and perception of achievement scores and standard deviation of these means are listed in Table 4. Dimension scores were

derived for each of the ten expectation and achievement content areas by computing the product of the expectation value and the sum of the four performance indicator values. Each of the ten dimension scores fell between a maximum value of 100 and a minimum value of 4. Consequently, greater scores are associated with higher levels of expectancy and achievement. In contract, lower scores would constitute lower levels of expectation and perception of achievement.

Of the four groups identified in Table 4, elementary student teachers reported greater mean perception of achievement scores then expectancy scores in eighth dimensions of student teaching. These dimensions include instruction, pupil assessment, teacher self, motivation, management,

Table 4

Mean Dimension Student Teachers' Expectation and Perception of Achievement Scores and Standard Deviations of these Means by Teacher Education Major

Expectation Achievement Areas	Teacher Education Major							
	Early-Childhood n=91a n=91b		Elementary n=349a n=285b		Special Education n=86a n=59b		Secondary n=433a n=281b	
	M	SD	M	SD	M	SD	M	SD
1. Instruction								
Expectation	77	20	75	20	78	20	68	19
Achievement	74	22	78	18	77	20	69	19
2. Pupil Assessment								
Expectation	66	23	61	23	60	23	58	21
Achievement	61	21	63	22	53	21	55	20

Table 4 (cont.)

Expectation Achievement Dimensions	Teacher Education Major							
	Early-Childhood		Elementary		Special Education		Secondary	
	n=91a n=91b		n=349a n=285b		n=86a n=59b		n=433a n=281b	
	M	SD	M	SD	M	SD	M	SD
3. Teacher Self								
Expectation	80	20	78	20	75	18	76	20
Achievement	76	21	82	19	78	19	78	19
4. Motivation								
Expectation	77	21	75	21	74	18	67	20
Achievement	76	20	78	20	76	17	66	21
5. Social								
Expectation	85	20	85	19	75	19	74	21
Achievement	79	21	83	20	79	19	75	22
6. Management								
Expectation	70	28	72	24	65	26	60	27
Achievement	70	27	74	25	65	27	60	29
7. Teaching Assessment								
Expectation	81	18	80	22	76	20	76	21
Achievement	79	19	82	21	81	17	75	22

Table 4 (cont.)

Expectation Achievement Areas	Teacher Education Major							
	Early-Childhood		Elementary		Special Education		Secondary	
	n=91a n=91b		n=349a n=285b		n=86a n=59b		n=433a n=281b	
	M	SD	M	SD	M	SD	M	SD
8. Media								
Expectation	76	24	73	24	67	24	63	25
Achievement	70	23	70	23	61	24	58	24
9. Attitudinal								
Expectation	76	19	79	18	75	21	75	19
Achievement	81	20	81	17	83	16	77	19
10. Career								
Expectation	68	18	70	19	68	18	65	18
Achievement	76	17	77	16	74	18	71	18

a indicates number for expectation scores
b indicates number for achievement scores

teaching assessment, attitudinal, and career. Special education majors indicated higher achievement scores in six dimensions. These dimensions are: teacher self, motivation, social, teaching assessment, attitudinal, and career. For secondary majors, greater mean achievement scores are given for teacher self,

are there greater achievement mean score for early childhood majors. All four groups of student teachers' attitudinal and career mean perception of achievement scores were greater than their expectation mean scores. In contrast, for the media dimension, all majors reported lower achievement than expectancy mean scores.

For all four groups of education majors both the expectancy and achievement mean scores ranged between 53 and 85. These scores suggest that these student teachers' internship experiences were instrumental in their satisfaction of achievement. Except for management and media dimensions, the four groups showed compatible degrees of variability with standard deviations (S.D.) 16 to 22. Greater degrees of differences are indicated for management expectation and achievement with a S.D. range of 24 to 29 and for media a S.D. range of 23 to 25.

Means and standard deviations dimension expectation and achievement scores by national geographical locations are indicated in Table 5. For all three geographical locations, perception of achievement scores were greater than expectation scores for teacher self, attitudinal, and career dimensions. Student teachers in the eastern states reported greater perception of achievement for pupil assessment, teacher self, motivation, management, attitudinal, and career dimensions.

Table 5

Mean Student Teachers' Expectation and Perception of Achievement Scores and Standard Achievement Scores and Standard Deviations of these Means by National Geographical Location

Expectation and Achievement Areas	National Geographical Location					
	Eastern		Central		Western	
	n=470a n=319b		n=371a n=342b		n=123a n= 55b	
	M	SD	M	SD	M	SD
1. Instruction						
Expectation	73	19	74	20	68	20
Achievement	73	20	76	19	67	19
2. Pupil Assessment						
Expectation	57	21	62	21	57	24
Achievement	59	22	60	22	56	20
3. Teacher Self						
Expectation	78	20	77	20	74	22
Achievement	80	20	81	18	75	21

Table 5 (cont.)

Expectation and Achievement Areas	National Geographical Location					
	Eastern		Central		Western	
	n=470a		n=371a		n=123a	
	n=319b		n=342b		n= 55b	
	M	SD	M	SD	M	SD
4. Motivation						
Expectation	71	20	74	20	68	23
Achievement	72	21	74	21	71	19
5. Social						
Expectation	79	20	79	20	71	23
Achievement	79	22	80	20	75	20
6. Management						
Expectation	64	27	73	25	55	28
Achievement	67	28	69	25	57	29
7. Teaching Assessment						
Expectation	79	20	79	21	72	24
Achievement	79	20	80	21	72	23
8. Media						
Expectation	68	25	69	24	67	27
Achievement	66	25	64	24	61	25

Table 5 (cont.)

Expectation and Achievement Areas	National Geographical Location					
	Eastern		Central		Western	
	n=470a		n=371a		n=123a	
	n=319b		n=342b		n= 55b	
	M	SD	M	SD	M	SD
9. Attitudinal						
Expectation	76	19	77	18	75	19
Achievement	81	18	79	18	80	19
10.Career						
Expectation	67	18	69	18	64	19
Achievement	75	17	75	18	73	54

For student teachers in the central states, instruction, teacher self, social, teaching assessment, attitudinal, and career dimension achievement scores were greater than expectations scores. In the western states, student teachers reported greater achievement than expectancy for teacher self, motivation, social, management, teaching assessment, attitudinal and career.

Table 6 illustrates the expectancy and perception of achievement scores by ethnic groups. Black student teachers reported greater achievement than expectation mean scores for instruction, teacher self, motivation, management, teaching assessment, attitudinal, and career dimensions. Perception of achievement scores were greater than expectancy on instruction, teachers self, management, teaching assessment, attitudinal, and career dimensions for white student teachers.

Table 6

Mean Student Teachers' Expectation and Perception of Achievement score and Standard Deviations of these Means by Ethicality

	Ethnic Groups				
Expectation Achievement Areas	Black n=104a n= 64b	White n=783a n=604b	Hispanic n=42a n=31b	Asian n=5a n=3b	Native American n=3a n=2b
	M	M	M	M	M
1. Instruction					
Expectation	78	71	76	74	72
Achievement	81	73	78	83	53
2. Pupil Assessment					
Expectation	69	58	63	62	56
Achievement	66	57	65	56	36

Table 6 (cont.)

Expectation Achievement Areas	Ethnic Groups				
	Black	White	Hispanic	Asian	Native American
	n=104a n= 64b	n=783a n=604b	n=42a n=31b	n=5a n=3b	n=3a n=2b
	M	M	M	M	M
3. Teacher Self					
Expectation	75	78	76	74	72
Achievement	82	79	83	89	66
4. Motivation					
Expectation	73	72	71	71	63
Achievement	78	72	73	76	42
5. Social					
Expectation	80	78	78	71	67
Achievement	75	67	64	52	33
6. Management					
Expectation	72	66	63	54	22
Achievement	75	67	64	52	34
7. Teaching Assessment					
Expectation	80	78	74	83	75
Achievement	87	80	81	88	52

Table 6 (cont.)

Expectation Achievement Areas	Ethnic Groups				
	Black	White	Hispanic	Asian	Native American
	n=104a n= 64b	n=783a n=604b	n=42a n=31b	n=5a n=3b	n=3a n=2b
	M	M	M	M	M
8. Media					
Expectation	74	67	72	68	49
Achievement	72	64	67	57	19
9. Attitudinal					
Expectation	67	78	73	72	89
Achievement	77	80	82	74	72
10.Career					
Expectation	64	68	69	70	95
Achievement	81	74	76	61	80

White student teachers expressed greater perception of achievement than expectation scores for instruction, teacher self, management, teaching assessment, attitudinal, and career dimensions. Hispanic student teachers achievement scores were greater for instruction, pupil assessment, teacher self, motivation, teaching assessment, media and career. In four dimension areas, instruction, teacher self, motivation, and teaching assessment, Asian students teachers reported higher achievement than expectancy scores. On all ten dimension areas, Native American student teachers' perception of achievement scores were less than their expectation.

Mean scores of all forty expectation and achievement indicators by the four

groups of education majors are indicated in Table 7. Each indicator mean score has a potential value range of 1 to 5. The greater mean scores are associated with greater degrees of expectancy and perception of achievement. Scores located within the parentheses are mean perception of achievement scores.

All four groups of student teachers consistently reported greater perception of achievement than their expectations on 11 of the 40 indicators. These include indicators 1-Analyze instructional needs, 5-Diagnose students' needs, 24-Schools rules, 33-Teaching is complex, 34-Teaching involves degrees of dissatisfaction, 35-Both teacher and student beliefs are important in teaching, 36-Teaching demands assessment of teaching performance, 37-Teaching involves proficiency in many separate but related roles, 38-Schools are places where many occupations occur, 39-Teacher judgements tend to determine teaching activities, and 40-Teaching occurs mainly in schools.

Lower perception of achievement are evidenced on 9 of the 40 indicators for all four groups of student teachers. These indicators include 6-Teacher-made tests, 7-Consult students' parents, 15-Used student ideas in teaching, 22-Supervision of school facilities, 23-School rules, 29-Used diagrams, 30-Used charts, 31-Made use of pictures, and 32-Used audio recorder.

On seventeen indicators, student teachers expressed neither a unanimous high nor low perception of achievement. These indicators include 2-State objectives, 3-Alternative methods, 4-Classroom management, 8-Teacher-student conference, 9-Critiquing from students, 10-Accept mistakes,

Table 7

Mean Expectation and Perception of Achievement Scores of Early Childhood (ECED), Elementary (ELED), Special Education (SPED) and Secondary Education (SCED) Student Teachers

	Teacher Education Major			
Expectation Achievement Indicators	ECED n=101a n= 82b	ELED n=401a n=290b	SPED n=88a n=61b	SCED n=540a n=287b
	M	M	M	M
1. Analyze instructional needs	4.1 (4.2)	4.1 (4.5)	4.2 (4.5)	4.0 (4.3)
2. State objectives	4.5 (4.2)	4.3 (4.4)	4.4 (4.3)	4.2 (4.1)
3. Alternative methods	4.3 (4.1)	4.3 (4.2)	4.3 (4.3)	4.0 (3.8)
4. Classroom management	4.2 (4.2)	4.2 (4.3)	4.2 (4.2)	4.1 (3.9)
5. Diagnose student needs	3.9 (4.1)	3.8 (4.1)	3.6 (3.2)	3.7 (3.9)
6. Teacher-made tests	3.7 (3.6)	3.8 (3.7)	3.2 (3.6)	4.0 (3.9)

Table 7 (cont.)

Expectation Achievement Indicators	Teacher Education Major ECED n=101a n= 82b M	ELED n=401a n=290b M	SPED n=88a n=61b M	SCED n=540a n=287b M
7. Consult student' parents	3.1 (2.9)	3.4 (3.2)	3.2 (2.7)	3.0 (2.6)
8. Teacher-student conferences	3.7 (3.8)	3.8 (3.7)	3.7 (3.2)	3.6 (3.3)
9. Critiquing from students	3.8 (3.8)	3.8 (3.9)	3.6 (3.7)	3.9 (4.0)
10. Accept mistakes	4.6 (4.5)	4.5 (4.6)	4.5 (4.6)	4.4 (4.5)
11. Empathize with students	4.7 (4.5)	4.5 (4.6)	4.5 (4.4)	4.0 (4.5)

Table 7 (cont.)

Expectation Achievement Indicators	Teacher Education Major			
	ECED n=101a n= 82b	ELED n=401a n=290b	SPED n=88a n=61b	SCED n=540a n=287b
	M	M	M	M
12. Respond to students	4.8	4.7	4.6	4.5
	(4.6)	(4.7)	(4.5)	(4.4)
13. Information to students about performance	4.0	4.1	4.2	3.8
	(4.4)	(4.3)	(4.3)	(4.1)
14. Relate content to to students' experiences	4.3	4.2	4.1	4.0
	(4.4)	(4.3)	(4.0)	(3.9)
15. Use student ideas in teaching	4.6	4.3	4.1	4.0
	(4.3)	(4.2)	(4.0)	(3.8)
16. Call student' names	4.8	4.7	4.8	4.6
	(4.8)	(4.8)	(4.8)	(4.6)
17. Problems in perspective	4.4	4.4	4.1	4.1
	(4.2)	(4.3)	(4.2)	(4.1)
18. Communication techniques	4.6	4.5	4.4	4.3
	(4.4)	(4.5)	(4.4)	(4.2)
19. Faculty's point of view	4.6	4.4	4.2	4.3
	(4.5)	(4.5)	(4.4)	(4.3)
20. Share responsibilities	4.8	4.7	4.6	4.6
	(4.6)	(4.7)	(4.7)	(4.5)

Table 7 (cont.)

Expectation Achievement Indicators	Teacher Education Major			
	ECED	ELED	SPED	SCED
	n=101a	n=401a	n=88a	n=540a
	n= 82b	n=290b	n=61b	n=287b
	M	M	M	M
21. School regulations	4.1	4.2	4.0	3.8
	(4.0)	(4.2)	(4.1)	(3.8)
22. Supervision of school facilities	4.1	4.2	3.9	3.8
	(3.9)	(4.0)	(3.6)	(3.7)
23. School's legal regulations	4.6	4.5	4.3	4.3
	(4.3)	(4.3)	(4.0)	(3.9)
24. Schools rules	4.0	3.9	3.7	3.8
	(4.1)	(4.3)	(4.2)	(4.1)
25. Assess instructional resources	4.4	4.4	4.2	4.2
	(4.4)	(4.4)	(4.4)	(4.2)
26. Assess ability to sequence instruction	4.4	4.4	4.2	4.3
	(4.4)	(4.5)	(4.4)	(4.2)
27. Assess ability to diagnose students' instructional needs	4.3	4.3	4.3	4.2
	(4.3)	(4.4)	(4.3)	(4.1)
28. Assess ability to use test results	4.3	4.3	4.3	4.2
	(4.0)	(4.3)	(4.3)	(4.1)
29. Use diagrams	4.1	4.1	3.8	3.9
	(4.0)	(3.9)	(3.5)	(3.6)

Table 7 (cont.)

Expectation Achievement Indicators	Teacher Education major			
	ECED n=101a n= 82b M	ELED n=401a n=290b M	SPED n=88a n=61b M	SCED n=540a n=287b M
30. Use charts	4.3 (4.1)	4.1 (4.0)	3.8 (3.5)	3.7 (3.4)
31. Make use of pictures	4.6 (4.4)	4.5 (4.3)	4.5 (4.2)	4.0 (3.7)
32. Use audio recorder	4.2 (3.7)	4.0 (3.5)	3.9 (3.4)	3.3 (3.0)
33. Teaching is complex	4.3 (4.4)	4.3 (4.4)	4.3 (4.6)	4.3 (4.5)
34. Teaching involves degrees of dissatisfaction	3.3 (3.6)	3.3 (3.4)	3.6 (3.5)	3.5 (3.7)
35. Both teachers and student beliefs are important in teaching	4.3 (4.7)	4.4 (4.7)	4.5 (4.7)	4.3 (4.5)
36. Teaching demands assessment of teaching performance	4.5 (4.8)	4.5 (4.8)	4.5 (4.8)	4.3 (4.6)

Table 7 (cont.)

Expectation Achievement Indicators	Teacher Education Major ECED n=101a n= 82b M	ELED n=401a n=290b M	SPED n=88a n=61b M	SCED n=540a n=287b M
37. Teaching involves proficiency in many related roles	4.4 (4.6)	4.4 (4.7)	4.4 (4.5)	4.3 (4.4)
38. Schools are places where many occupations occur	3.9 (4.3)	3.9 (4.3)	4.0 (4.2)	3.9 (4.2)
39. Teacher judgements tend to determine teaching activities	4.0 (4.3)	4.0 (4.3)	4.1 (4.3)	4.0 (4.2)
40. Teaching occurs mainly in schools	2.7 (2.9)	2.7 (2.8)	2.6 (3.0)	2.4 (2.8)

b indicates number for achievement scores

(n) indicate mean perception of achievement scores

14-Relate content to students' experiences, 16-Call students' name, 17-Problem in perspective, 19-Faculty point of view, 20-Share responsibilities, 21-School regulations, 25-Assess resources for teaching, 26-Assess ability to sequence instruction, 27- Assess ability to diagnose students' instructional needs, and 28-Assess ability to use test results.

Among the four groups, elementary student teachers reported higher

perception of achievement on 22 of the 40 indicators. In contrast, special education majors expressed higher perception of achievement on 19 indicators; secondary majors on 15, and early childhood majors on 14 indicators.

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KEMP'S

Code _____ 37

INVENTORY FOR STUDENT TEACHERS TO INDICATE THEIR EXPECTATIONS OF ACHIEVEMENT AND OPPORTUNITIES TO PERFORM INDICATORS OF THESE EXPECTATIONS

Form A

Instructions: As a student teacher, you are engaged in the acquisition of skills, attitudes and knowledge necessary for teaching. This inventory consists of some of these skills, attitudes and knowledge which are expected of student teachers. To what degree are these expectations also your expectations for student teaching? Also, to what degree do you expect to have the opportunity to perform each performance indicator. First, read each expectation and check one position on the rating scale that indicates the degree to which it is also your expectation. Next, for each performance indicator, check the degree to which you expect to have opportunities to perform it. This is not a test. *Thank You!*

SCALE: Very Low Expectation 1 2 3 4 5 Very High Expectation

	VERY LOW 1	LOW 2	MODERATE 3	HIGH 4	VERY HIGH 5
Expectation Area One: Instructional Dimension					
Student teaching will enable me to acquire competence in teaching					
Performance Indicators: I expect to . . .					
1. analyze students' instructional needs					
2. state instructional objectives					
3. design alternate methods to meet students' instructional needs					
4. use different strategies for classroom management					

	1	2	3	4	5
Expectation Area Two: Pupil Assesement Dimension					
Student teaching will enable me to acquire information from a variety of sources in order to appraise student learning needs					
Performance Indicators: I expect to . . .					
1. diagnose students' instructional needs					
2. design appropriate teacher-made tests					
3. consult student's parents					
4. provide time for student-teacher conferences					

	1	2	3	4	5
Expectation Area Three: Teacher Self Dimension					
Student teaching will allow me to understand myself in terms of relating to students					
Performance Indicators: I expect to . . .					
1. accept critiquing from students					
2. accept my mistakes in teaching					
3. use personal experiences in understanding and emphathizing with students					
4. respond to students such that they feel secure enough to express themselves honestly					

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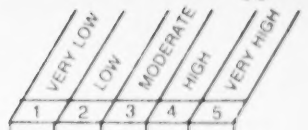
SCALE: Very Low Expectation 1 2 3 4 5 Very High Expectation



Expectation Area Four: Motivational Dimension

Student teaching will enable me to maintain an environment to motivate the students

Performance Indicators; I expect to . . .

1. give almost continuous information to students' everyday personal experiences
2. relate subject content to students' everyday personal experiences
3. utilize in teaching the innovative and challenging ideas from students
4. call students by name during teaching

Expectation Area Five: Social Dimension

Student teaching will enable me to establish relationships amoung the school faculty, which reflect recognition of the uniqueness of the individual

Performance Indicators: I expect to . . .

1. clarify and put problems in perspective
2. use oral and writen communication techniques
3. try to understand faculty member's point of view
4. carry my share of responsibilites

Expectation Area Six: School Management Dimension

Student teaching will enable me to effectively participate in school management

Performance Indicators; I expect to . . .

1. participate in the implementation of school regulations
2. share responsibility for the supervision of school facilities
3. observe school legal regulations
4. share in the formulation of classroom rules

Expectation Area Seven: Teaching Assessment Dimension

Student teaching will enable me to assess my teaching performance

Performance Indicators: I expect to . . .

1. assess my ability to make decisions specific to resources for teaching
2. assess my ability to sequence instruction
3. assess my ability to diagnose students' instructional needs
4. assess my ability to use results of tests appropriately

Expectation Area Eight: Teaching Media Dimension

Student teaching will enable me to use basic teaching media

Performance Indicators: I expect to . . .

1. use diagrams
2. use prepared charts
3. make use of pictures
4. use the audio recorder

For Performance Indicators 9 and 10:
SCALE: 6. I strongly agree — 7. I agree — 8. I am undecided — 9. I disagree — 10. I strongly disagree

	Strongly Agree 6	Agree 7	Undecided 8	Disagree 9	Strongly Disagree 10
Expectation Area Nine: Attitudinal Dimension					
Student teaching will help me to clarify my attitudes relative to teaching					
Performance Indicators:					
1. Teaching is complex					
2. Teaching involves a degree of dissatisfaction					
3. Both the teachers' and students' beliefs are important in teaching					
4. Teaching demands that the teacher constantly assess one's teaching performance					

	6	7	8	9	10
Expectation Area Ten: Career Dimension					
Student teaching will allow me to test my career choice					
Performance Indicators:					
1. Teaching involves proficiency in many separate but related roles					
2. Schools are places where many occupations occur to provide some service					
3. To a degree, teacher judgments tend to determine the teaching activities					
4. Teaching occurs mostly in schools					

Please complete the following items:

1. Major Area:
   ☐ Early Childhood Education ☐ Elementary Education ☐ Special Education ☐ Secondary Education
2. If Secondary Education Major, list your subject area. _____
3. List your minor _____
4. Which best describes your high school educational setting?
   ☐ Urban ☐ Suburban ☐ Rural ☐ Outside the United States
5. Have you had prior classroom teaching experiences other than field practica and student teaching? ☐ Yes ☐ No
6. Indicate your age range. ☐ 18 - 25 ☐ 26 - 35 ☐ 36 - 45 ☐ 46 - 55
7. Ethnic Background:
   ☐ Black ☐ White ☐ Hispanic ☐ Asian American ☐ Indian American ☐ Other _____
8. Sex: ☐ Female ☐ Male
9. Degree Level: ☐ BA ☐ MS ☐ Other _____
10. Of the ten expectation areas, in which four are you most competent?
    1st _____ 2nd _____
    3rd _____ 4th _____

Code 40

APPENDIX - B

KEMP'S

INVENTORY FOR STUDENT TEACHERS TO INDICATE DEGREES OF THEIR EXPECTATION ACHIEVEMENT AND THEIR OPPORTUNITIES TO PERFORM INDICATORS OF THE EXPECTATIONS..

Form B

Instructions: As a student teacher, you will soon become a new member of the teaching profession. Your perceptions regarding your student teaching achievements and performance opportunities are important for designing effective educational programs for teachers. First, read each expectation for student teachers and check one position on the rating scale that indicates the degree to which you believe you achieved this expectation. Secondly, for each performance indicator, check the degree to which you had opportunities to perform it. This is not a test. *Thank You!*

SCALE: Very Low Achievement 1 2 3 4 5 Very High Achievement

	VERY LOW 1	LOW 2	MODERATE 3	HIGH 4	VERY HIGH 5
Expectation Area One: Instructional Dimension					
Student teaching enabled me to acquire competence in teaching					
Performance Indicators: I . . .					
1. analyzed students' instructional needs					
2. stated instructional objectives					
3. designed alternate methods to meet students' instructional needs					
4. used different strategies for classroom management					
Expectation Area Two: Pupil Assessment Dimension					
Student teaching enabled me to acquire information from a variety of sources in order to appraise student learning needs					
Performance Indicators: I . . .					
1. diagnosed students' instructional needs					
2. designed appropriate teacher-made tests					
3. consulted students' parents					
4. provided time for student-teacher conferences					
Expectation Area Three: Teacher Self Dimension					
Student teaching allowed me to understand myself in terms of relating to students					
Performance Indicators: I . . .					
1. accepted critiquing from students					
2. accepted my mistakes in teaching					
3. used personal experiences in understanding and emphathizing with students					
4. responded to students such that they felt secure enough to express themselves honestly					

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SCALE: Very Low Achievement 1 2 3 4 5 Very High Achievement

	VERY LOW 1	LOW 2	MODERATE 3	HIGH 4	VERY HIGH 5
Expectation Area Four: Motivational Dimension					
Student teaching enabled me to maintain an environment to motivate the students					
Performance Indicators: I . . .					
1. gave almost continuous information to students about their performance					
2. related subject content to students' everyday personal experiences					
3. utilized in teaching the innovative and challenging ideas from students					
4. called students by name during teaching					
Expectation Area Five: Social Dimension					
Student teaching enabled me to establish relationships, among the school faculty, which reflected recogniton of the uniqueness of the individual					
Performance Indicators: I . . .					
1. clarified and put problems in perspective					
2. used oral and writen communication techniques					
3. tried to understand faculty member's point of view					
4. carried my share of responsibilites					
Expectation Area Six: School Management Dimension					
Student teaching enabled me to effectively participate in school management					
Performance Indicators: I . . .					
1. participated in the implementation of school regulations					
2. shared responsibility for the supervision of school facilities					
3. observed school legal regulations					
4. shared in the formulation of classroom rules					
Expectation Area Seven: Teaching Assessment Dimension					
Student teaching enab me to assess my teaching performance					
Performance Indicators: I . . .					
1. assessed my ability to make decisions specific to resources for teaching					
2. assessed my ability to sequence instruction					
3. assessed my ability to diagnose students' instructional needs					
4. assessed my ability to use results of tests appropriately					
Expectation Area Eight: Teaching Media Dimension					
Student teaching enabled me to use basic teaching media					
Performance Indicators: I . . .					
1. used diagrams					
2. used prepared charts					
3. made use of pictures					
4. used the audio recorder					

For Expectation Areas 9 and 10:
SCALE: 6. I strongly agree — 7. I agree — 8. I am undecided — 9. I disagree — 10. I strongly disagree

	Strongly Agree 6	Agree 7	Undecided 8	Disagree 9	Strongly Disagree 10
Expectation Area Nine: Attitudinal Dimension					
Student teaching helped me to clarify my attitudes relative to teaching					
Performance Indicators:					
1. Teaching is complex					
2. Teaching involved a degree of dissatisfaction					
3. Both the teachers' and students' beliefs were important in teaching					
4. Teaching demanded that the teacher constantly assess one's teaching performance					
Expectation Area Ten: Career Dimension					
Student teaching allowed me to test my career choice					
Performance Indicators:					
1. Teaching involved proficiency in many separate but related roles					
2. Schools are places where many occupations occured to provide some service					
3. To a degree, teacher judgments tended to determine the teaching activities					
4. Teaching occurs mostly in schools					

Please complete the following items:

1. Major Area:
   ☐ Early Childhood Education ☐ Elementary Education ☐ Special Education ☐ Secondary Education
2. If Secondary Education Major, list your subject area _____
3. List your minor _____
4. Which best describes your high school educational setting?
   ☐ Urban ☐ Suburban ☐ Rural ☐ Outside the United States
5. Have you had prior classroom teaching experiences other than field practica & student teaching? ☐ Yes ☐ No
6. Indicate your age range. ☐ 18 - 25 ☐ 26 - 35 ☐ 36 - 45 ☐ 46 - 55
7. Ethnic Background:
   ☐ Black ☐ White ☐ Hispanic ☐ Asian American ☐ Indian American ☐ Other _____
8. Sex: ☐ Female ☐ Male
9. Degree Level: ☐ BS ☐ MS ☐ Other _____
10. Of the ten expectation areas, in which four are you most competent?
    1st _____ 2nd _____
    3rd _____ 4th _____